

# Maine Achievement Level Definitions for Grade 5 Narrative Writing

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**Purpose:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling the grades 5-8 writing standards as measured by a response constructed by the students in an "on-demand" setting.

## Achievement Levels:

**Exceeds the Standards-** The student's response demonstrates the skillful ability to use mode, style, tone, and word choices to develop a narrative account that includes major events, settings and characters, and deals with problems and solutions. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of supporting details. The response is free of most errors in grammar, usage, and mechanics.

**Meets the Standards-** The student's response demonstrates the ability to use mode, style, tone, and word choices to develop a narrative account that includes major events, settings and characters, and deals with problems and solutions. The response is organized and focused, demonstrating coherence and progression of supporting details. The response is generally free of most errors in grammar, usage, and mechanics.

**Partially Meets the Standards-** The student's response demonstrates inconsistent ability to use mode, style, tone, and word choices to develop a narrative account that includes major events, settings and characters, and deals with problems and solutions. The response is generally organized and focused, but may demonstrate some lapses in coherence and progression of supporting details. The response may contain errors in grammar, usage, and mechanics.

**Does Not Meet the Standards-** The student's response demonstrates limited ability to use mode, style, tone, and word choices to develop a narrative account that includes major events, settings and characters, and deals with problems and solutions. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding.